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ABSTRACT

Intended for supplementary use with "A Reference Unit on the Meaning and Importance of Agribusiness," this suggested teaching plan is designed to assist in teaching certain fundamental concepts associated with the meaning and importance of agribusiness. It is composed of the following sections: Purpose, behavioral objectives, situation, detailed outline, suggested supplementary learning activities, evaluation techniques, suggested supplementary references and other aids, and transparency masters. The section on the detailed outline covers the majority of the document and presents detailed teaching procedures. A two-column format is used: the left-column lists the teaching tasks of the instruction, and the right-column gives the step-by-step detail for accomplishing each teaching task. (HD)

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TEACHING THE MEANING AND IMPORTANCE OF AGRIBUSINESS

(A teaching plan designed for use with "A Reference Unit on the Meaning and Importance of Agribusiness")

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INTRODUCTION

Purpose of the Teaching Plan

The purpose of this teaching plan is to assist in teaching certain fundamental concepts associated with the meaning and importance of agribusiness. It is designed for use with "A Reference Unit on the Meaning and Importance of Agribusiness."

Using the Teaching Plan

It is recognized that each individual teacher has his own unique teaching procedure and style which work best for him. Most printed teaching plans have to be adapted or modified for effectiveness. This teaching plan is designed for easy modification, yet step-by-step detail is given. Teachers are encouraged to enrich this plan with materials and ideas from their reference library or own personal experiences. Each student should have a copy of "A Reference Unit on the Meaning and Importance of Agribusiness."

Some of the concepts involved in understanding the meaning of agribusiness are abstract. Teachers must attempt to interpret these concepts to students in an accurate and meaningful manner. To do this various examples, visual presentations, and discussion techniques will be needed.

Teachers are reminded that this is a suggested plan. Much of the normal teacher preparation will be required. Supplementary materials will be needed to enhance instruction. The content of the outline will need to be localized to the students who are being taught.

Parts of the Teaching Plan

This teaching plan is composed of the following parts:

1. Purpose
2. Behavioral objectives
3. Situation
4. Detailed outline
5. Suggested supplementary learning activities
6. Evaluation techniques
7. Suggested supplementary references and other aids
8. Transparency masters

PURPOSE

The overall purpose of the instruction in this teaching plan is to develop in students an understanding of the meaning, evolution, and importance of agribusiness. This will be achieved through several specific, or behavioral, objectives.

BEHAVIORAL OBJECTIVES

The following specific, or behavioral, objectives are suggested for the students receiving instruction outlined in this teaching plan:

1. Upon completion of question number 1*, students will orally or in writing define the term agribusiness to the satisfaction of the teacher. The following areas will be included in the definition:

   a. Supplying inputs needed by farmers.

   b. Marketing the products grown on farms.

   c. Inclusion of both food and nonfood products.

2. Upon completion of question number 2, students will orally or in writing:

   a. Explain,to the satisfaction of the teacher, how agribusiness is related to agriculture. The following areas will be discussed:

      (1) Inefficiency of farmer in making supplies and performing marketing functions.

      (2) Agriculture is more than farming.

   b. Trace one of the following products from origin to consumption: (This will be done to the satisfaction of the teacher.)

      (1) Corn products.

      (2) Dairy products.

*This refers to question number 1 in the step-by-step details of the teaching plan and in the publication entitled "A Reference Unit on the Meaning and Importance of Agribusiness." In other objectives it is used to refer to the corresponding question in the teaching plan and reference unit.

(3) Pimiento peppers.

3. Upon completion of question number 3, students will sketch and label the parts of the chain of agribusiness. This will be done at 100 percent accuracy.

4. Upon completion of question number 4, students will orally or in writing:

   a. Explain to the satisfaction of the teacher the following changes which have occurred in agriculture in the United States since the late 1700's:

      (1) Location of most work.

      (2) Kinds of crops grown on farms.

      (3) Location of areas where crops were grown.

      (4) Transportation and communication.

      (5) Source of power.

      (6) Output per worker.

   b. Explain to the satisfaction of the teacher the following changes which have occurred in agriculture in Mississippi since the 1700's:

      (1) Location of areas where crops were grown.

      (2) Kinds of crops grown on farms.

5. Upon completion of question number 5, students will prepare a sketch depicting the evolution of agribusiness in four steps. This sketch will show the following:

   a. Agriculture in the early 1800's was centered on the farm.

   b. Specialization began and advanced in the 1800's and early 1900's.

   c. Today's agriculture is specialized, segmented, and decentralized.

6. Upon completion of question number 6, students will orally or in writing name ten of the twelve contributors to the evolution of agribusiness with 100 percent accuracy.

7. Upon completion of question 7, students will orally or in writing, with 95 percent accuracy, supply the following information:

a. Approximate total cash receipts from farm marketing in a recent year in the United States and in Mississippi.

b. Top three crops in terms of value in the United States and in Mississippi.

c. Approximate annual per capita consumption of meat (including chicken and turkey), fresh and processed vegetables, fresh and processed fruits and juices, dairy products, and potatoes.

d. Approximate number of persons employed in various occupations in agribusiness, as follows: providing supplies, farming, and marketing (transporting, processing, and merchandising).

e. Major areas of expenditure for agricultural production in the United States and in Mississippi.

8. Upon completion of question number 8, students will orally or in writing give the meaning of the following terms with 95 percent accuracy:

a. Specialized agriculture.

b. Diverse agriculture.

c. Interdependent agriculture.

d. Mechanized agriculture.

e. Technical.

SITUATION

The following statements may indicate something of the situation surrounding instruction in the meaning and importance of agribusiness:

1. Many students have heard the term agribusiness but have failed to grasp its full meaning.

2. Many students have the impression that agriculture is farming and have failed to understand that it is much more than producing food and fiber.

3. Many students are not aware of the functions required to manufacture the supplies needed in farming and market the commodities grown on farms and the interdependence of all of these functions.

4. Many students have little knowledge of how agribusiness evolved and what contributed to its evolution.

5. Many students are unaware of the magnitude of agribusiness employment, expenditures, and other characteristics.

DETAILED OUTLINE

This section of the teaching plan presents detailed teaching procedures. It is centered around the questions listed in the publication entitled "A Reference Unit on the Meaning and Importance of Agribusiness." A two-column format is used. The left column lists the major components, or teaching tasks, of the instruction. The right column gives the step-by-step detail for accomplishing each teaching task.

Teaching Tasks	Steps to Accomplish Tasks
I. Prepare for the class.	Review the teaching plan. Review "A Reference Unit on the Meaning and Importance of Agribusiness" (referred to as "Reference Unit" throughout the remainder of this teaching plan). Review all available materials which pertain to the meaning and importance of agribusiness. Localize this teaching plan. Make notes in the margins as needed. Secure supplementary materials. Prepare or arrange for the necessary instructional aids. Arrange the classroom.
II. Introduce the study of agribusiness.	Announce that this instruction will be concerned with the meaning and importance of agribusiness. Stimulate interest in the study by commenting that man has certain needs, such as food, clothing, and shelter. Indicate that most people do not really understand what is in-

Teaching Tasks	Steps to Accomplish Tasks
	volved in obtaining these items. Hold up a small can of food (such as lima beans or peas) for the entire class to see and ask the question "How did this can of food get on the shelves in the grocery store?" Take several comments from students. Do not offer much direction to the discussion so that the suspense will develop an interest in the study of agribusiness. Still holding the small can of food, ask the question "What would you think if you went to the grocery store and there was no food on the shelves?" Encourage class members to comment on this question. After several comments indicate that getting food on the shelves is not a simple process, but is long and involves many functions. Further indicate that agribusinesses perform the functions necessary to make the food available.
III. Analyze the question "What is agribusiness?"	
A. Indicate objective to students.	Announce to students that upon completion of question number 1, they will orally or in writing define the term agribusiness. The definition must include the major components of the term as discussed in class.
B. Use the Reference Unit.	Have students read to themselves the discussion given of this question in the Reference Unit. (Allow a few minutes for this activity. In the case of students who have reading problems, perhaps it should be read aloud by selected students).

Teaching Tasks	Steps to Accomplish Tasks
C. Use class discussion to facilitate an understanding of what has been read.	Point out that the term agribusiness is used in various contexts. Some are more inclusive (broader) than others. Call on several students to orally give their definitions of agribusiness. Using a chalk board, develop a list of things the term agribusiness includes. (This list can be developed from student definitions and comments.) Discuss the meaning of "inputs needed for farming." Discuss the meaning of "marketing" and the functions it includes. Distinguish between food and nonfood products. Call on students to give examples of each.
D. Review discussion and crystallize concept of agribusiness.	Pull together from all that has been discussed by the students a definition of agribusiness which they agree on. (The definition suggested is: Agribusiness refers to the business and manufacturing activities involved in supplying the inputs needed for farming and marketing the food and nonfood products grown on farms so that they reach the consumer in acceptable forms.)
E. Evaluate learning.	Erase chalk board and have students put away the Reference Unit and all notes. Give each student a small piece of paper. Ask the students to write their definition of the term agribusiness on the paper.

Teaching Tasks	Steps to Accomplish Tasks
	Collect the written definitions. (Note: In the case of students with low writing ability, it may be preferable to evaluate orally.)
F. After-class duties.	Evaluate written definitions of agribusiness. Begin planning for next class session.
IV. Analyze the question "How is agribusiness related to agriculture?"	
A. Indicate objective to students.	Inform students that upon completion of question 2, they will orally or in writing explain how agribusiness is related to agriculture. Also, they will orally or in writing trace one of the following products from origin to consumption: corn products, dairy products, or pimiento peppers. Review the meaning of agribusiness, as previously discussed.
B. Use the Reference Unit.	Have students read the discussion given of this question in the Reference Unit. Request the students to pay particular attention to the three examples of how consumers get certain products.
C. Use class discussion to facilitate an understanding of the relationship of agribusiness to agriculture.	Point out that agriculture includes all of the services and activities involved in producing plants and animals and their products, and getting them to the consumer. Ask students how this definition of agriculture differs from that of agribusiness. After some discussion, indicate that this definition includes farming, whereas the definition of agribusiness does not.

Teaching Tasks	Steps to Accomplish Tasks
	Discuss what is meant by inefficiency. Ask students to give examples of inefficiency. (Possible words that may be mentioned include wasteful, incompetent, and incapable.) Indicate that if an average farmer attempted to produce all of the inputs (suppliers, etc.) he needed and get all of the products he grew into consumable form he would be inefficient. He would need a massive amount of specialized machinery that would stay idle most of the time. This would require a tremendous financial investment and would produce very little return. A farmer is more efficient to buy most of the inputs needed and let some one else prepare the crops for consumption. Likewise, since the agricultural supply businesses can manufacture enough inputs for many farmers they keep their machinery in operation more of the time and, therefore, make more efficient use of it than individual farmers might make. The same is true of the functions involved in marketing. For example, it would be impossible for the average beef cattle farmer to own a slaughter house, fleet of delivery trucks, and refrigeration and packaging equipment. This further shows how agribusiness improves efficiency and supports the need for specialization. Point out that the functions of agribusinesses are agricultural since they are required for crops to be produced and consumed. Emphasize that in recent years the phrase "Agriculture is more than farming" has come into common use. (Write this phrase on the chalk board.) Ask if any of the students have heard this phrase before. Also, ask what the phrase means.

Teaching Tasks	Steps to Accomplish Tasks
D. Trace farm products from origin to consumer.	Remind students of the can of food you exhibited earlier (in II of this plan). Perhaps it should be exhibited again. Ask the same question as asked earlier: "How did this can of food get on the shelf in the grocery store?" Discuss the examples for corn products, dairy products, and pimiento peppers, as given in the Reference Unit. Have students name examples of other products and trace the steps from origin to consumption. Several products that should be mentioned include beef, cotton shirts, paper, fresh fruit, peanuts, and lumber. Have students take an example of one of their favorite food dishes, such as a hamburger, analyze the products in it, and trace each product from origin to the ready-to-eat dish. (Perhaps the chalk board should be used to list and trace each product.)
E. Review discussion of relationship of agribusiness to agriculture.	Have several students to respond to the question: "How would the farmer of today be affected if all agribusiness activity were suddenly halted?" (Students should be encouraged to use their imagination in replying to this question.)
F. Evaluate learning.	Have student explain orally or in writing how agribusiness is related to agriculture. Specific mention should be made of the inefficiency of the farmer in making supplies and performing marketing functions. Have students orally or in writing trace one of the following products from origin to consumption: corn products, dairy products, or pimiento peppers.

Teaching Tasks	Steps to Accomplish Tasks
G. After class session on question number 2.	Determine adequacy of responses by students on evaluation. Begin planning for question number 3.
V. Analyze the question number 3: "What is the 'chain of agribusiness'?"	
A. Indicate objective to students.	Indicate to students that upon completion of question number 3, they will sketch and label the parts of the "chain of agribusiness."
B. Use the Reference Unit.	Have students to turn to the "chain of agribusiness" in the Reference Unit. (Use transparency 1) Review each link of the chain, giving examples that relate it to agriculture and agribusiness in the local unit. (Perhaps a transparency of the "chain" should be used to facilitate this explanation.) Indicate that the chain shows an interdependence of each link upon the other. If one link fails, modern agriculture fails.
C. Review question number 3.	Repeat meaning of "chain of agribusiness" and give a brief review of how the links are interdependent.
D. Evaluate learning.	Have each student sketch the "chain of agribusiness and label each link appropriately.
E. After-class duties.	Determine adequacy of responses by students on evaluation. Begin planning for question number 4.

Teaching Tasks	Steps to Accomplish Tasks
VI. Analyze the question (4): "How did agribusiness evolve?"	
A. Indicate objective to students.	Inform students that upon completion of question number 4, they will explain some of the changes that have occurred in agriculture in the United States and in Mississippi.
B. Use the Reference Unit.	Have students to turn to question number 4 in the Reference Unit. Review the first two paragraphs, giving specific attention to: 1. Agribusiness did not suddenly appear but evolved over a period of many years. 2. Changes in agriculture and the way of life of the people have occurred concurrently. Discuss changes that have occurred on a national scale, giving specific attention to: 1. In the early U.S., nearly all work was on the farm. 2. Kinds of crops grown. 3. Location of areas and changes in where crops were grown. 4. Role of transportation, communication, and free exchange market. 5. Animal power was predominantly used. 6. Output of worker was primarily to produce for his own needs. 7. Efficiency of workers, as depicted in Figures 4-6.

Teaching Tasks	Steps to Accomplish Tasks
	Discuss changes that have occurred in the state, giving specific attention to: 1. Location of early agricultural activities, including kind of crops grown. 2. Changes in location of cropping areas and kind of crops grown.
C. Review question number 4.	Call on 2 or 3 students to review orally changes in agriculture which have occurred in the United States and in Mississippi.
D. Evaluate learning.	Have students to orally or in writing trace the evolution of agribusiness in the United States and in Mississippi. This can be done by writing the following on the chalk board and having students make the appropriate responses: 1. List changes which have occurred in agriculture in the United States, according to the following: a. Location of work. b. Kinds of crops grown on farms. c. Location of areas where crops were grown. d. Transportation and communication. e. Source of power. f. Output per worker. 2. List changes which have occurred in agriculture in Mississippi, as follows: a. Location of areas where crops were grown.

Teaching Tasks	Steps to Accomplish Tasks
	b. Kinds of crops grown on farms.
E. After-class duties.	Review results of evaluation. Prepare for teaching question number 5.
VII. Analyze the question (5): "How can the evolution of agribusiness be depicted?"	
A. Indicate objective to students.	Inform students that upon completion of question number 5, they will prepare a sketch depicting the evolution of agribusiness in four steps.
B. Use the Reference Unit.	Have students read the two paragraphs on question number 5 and study Figure 7. Referring to the top left part of Figure 7, discuss the fact that early agriculture was centered on the farm. (Use transparency 2.) Indicate that specialization began to increase in the 1800's and the farm started to become decentralized. The farmer started to depend upon sources off the farm for his supplies. Indicate further that more specialization developed in the early 1900's and that farming was more decentralized and segmented. Specialists were now beginning to perform functions formerly done by farmers. Discuss agribusiness today, specifically using the terms decentralized, segmented, and specialized. Indicate that as agribusiness developed, fewer workers were required on farms but more were required in off-farm agribusinesses.

Teaching Tasks	Steps to Accomplish Tasks
C. Review question number 5.	Review the four steps in the evolution of agribusiness, as follows: 1. Have 4 students go to the chalkboard. 2. Have one of the students depict "agriculture in the early 1800's" another "later in 1800's," another "in the early 1900's," and another "today" using a circle graph technique. 3. Have each student to explain his depiction. 4. Request all class members to participate in the discussion and evaluation of the illustrations on the chalkboard.
D. Evaluate learning.	Have students to graphically depict the evolution of agribusiness. Various events should be appropriately labeled and explained.
E. After-class duties.	Determine results of evaluation activity. Prepare for teaching question number 6.
VIII. Analyze the question (6): "What contributed to the evolution of agribusiness?"	
A. Indicate objective to students.	Inform students that upon completion of this question they will be expected to list 12 main contributors to the evolution of agribusiness with 100% accuracy.
B. Use the Reference Unit.	Have all students to turn to question 6 and read the paragraph and the 12 contributors which are listed.

Teaching Tasks	Steps to Accomplish Tasks
C. Use class discussion and individually review the main contributors to the evolution of agribusiness.	Some suggested comments to make on the 12 main contributors are as follows: 1. Meaning of fertile soil and other natural resources. 2. Meaning of exploitation. (Exploitation is commonly defined as selfish or unfair use which may involve waste and lead to depletion of natural resources.) 3. Meaning of industrial development, including demand for manufactured goods. 4. Meaning of regional specialization and how some regions are better suited to certain uses in terms of alternative uses. 5. Meaning of mechanical power, especially as related to increased power to do work. 6. Stress importance of transportation and communication, especially as related to the free exchange market. 7. Emphasize the role of agricultural research and education, specifically the Mississippi Agricultural and Forestry Experiment Station, agricultural education in the public schools, and Cooperative Extension Service. 8. Explain how wars have forced people to seek new methods of production in order to provide for the requirements of military activity. 9. Explain the meaning of work ethic, which is the attitude of people toward work, and how it varies from one nation to another.

Teaching Tasks	Steps to Accomplish Tasks
	10. Repeat the role of specialization in the evolution of agribusiness. 11. Indicate that good wages based on incentives encourage people to work. 12. Stress how scientific and technological developments have been a part of the evolution of agribusiness.
D. Review discussion.	Ask several students to indicate which of the main contributors to the evolution of agribusiness are most important.
E. Evaluate learning.	Have students to orally or in writing list the 12 main contributors to the evolution of agribusiness.
F. After-class duties.	Review results of evaluation activity. Prepare for teaching the next question.
IX. Analyze the question (7): "How important is agribusiness?"	
A. Indicate objective to students.	Inform students that upon the completion of this topic they will orally or in writing with 95% accuracy, list the following information: 1. Approximate cash receipts from farm marketing in the United States and in Mississippi. 2. Top three crops in terms of value in the United States and in Mississippi. 3. Approximate annual per capita consumption of food.

Teaching Tasks	Steps to Accomplish Tasks
	4. Approximate number of persons employed in various occupations. 5. Major areas of expenditure for agriculture production.
B. Use the Reference Unit.	Have students read question 7 in the Reference Unit. Have students study Table 1 in the Reference Unit. Ask several students to indicate which crops produce the greatest cash receipts from farm marketing in the United States. Have students study Table 2. Ask several students to indicate which farm products have the greatest value in Mississippi. Have students refer to Table 3. Ask several students to indicate the annual per capita consumption of various food products. Discuss this in terms of the amount they think they personally consume. Have students refer to Tables 4 and 5. Review the employment in certain agricultural occupations. Have students review Table 6. Stress the magnitude of these purchases by farmers in discussing Table 6. Have students review Table 7. Discuss the data given for various kinds of agricultural services. Ask students to name examples of local businesses which provide the different services. Have students review Table 8. Discuss the significance of these in terms of impact on the economy of the state.
C. Review question number 7.	Emphasize that agribusiness is very important in the United States and in Mississippi.

Teaching Tasks	Steps to Accomplish Tasks
	Have students name various aspects of agribusiness which stand out as being most important.
D. Evaluate learning.	Have students to orally or in writing indicate the following: 1. Approximate total cash receipts from farm marketing in the United States and Mississippi. 2. Top three crops in terms of value in the United States and Mississippi. 3. Approximate annual per capita consumption of meat, vegetables, fruit and juices, dairy products, and potatoes.
E. After-class duties.	Review results of evaluation activity. Prepare for teaching question 8.
X. Analyze the question (8): "What are some terms used in describing agribusiness?"	
A. Indicate objective to students.	Inform students that upon completion of question number 8, they will orally or in writing give the meaning of the following terms: 1. Specialized agriculture. 2. Diverse agriculture. 3. Interdependent agriculture. 4. Mechanized agriculture. 5. Technical.
B. Use the Reference Unit.	Have students read question 8.

Teaching Tasks	Steps to Accomplish Tasks
	Have students name the key words that are often used to describe agriculture and agribusiness. These are specialized, diverse, interdependent, mechanized, and technical. List these on the chalk board. Discuss the meaning of each of the key words. Have students relate local examples. Ask students to indicate several goods they commonly use that are derived from agriculture. Discuss the "key words" in terms of these goods. For example, what occupations are involved?
C. Review question number 8.	Indicate that agriculture is no longer a self-sufficient type of family farm, but is characterized as being specialized, diverse, interdependent, mechanized, and technical. Ask if students are satisfied with their understanding of the key words. Clarify any questions that may arise.
D. Evaluate learning.	Have students to orally or in writing give the meaning of the following words as related to agriculture: specialized, diverse, interdependent, mechanized, and technical.
E. After-class duties.	Determine results of evaluation activity.
XI. Bring closure to the study of the meaning and importance of agribusiness.	Indicate the following: 1. Agriculture has changed. 2. Many traditional farm activities are now performed off the farm.

Teaching Tasks	Steps to Accomplish Tasks
	3. Agriculture requires workers who are skilled and well educated. 4. Agricultural occupations are essential and dignified. Indicate to class the next area to be studied.

SUGGESTED SUPPLEMENTARY LEARNING ACTIVITIES

The items listed below are possible resources to supplement materials in the Reference Unit. Teachers should select those which are available and will contribute most to the objectives of the instruction.

1. Invite an appropriate resource person to class to discuss his interpretation of the meaning and importance of agribusiness. (This person should be carefully selected and informed of what his role is to be.)

2. Arrange for students to make a field trip to a nearby agribusiness. Have the manager, or his representative, conduct the tour and discuss the business.

3. Have students make a survey of agribusinesses in the local area. A list of such businesses can be compiled from the telephone directory.

4. Have individual students contact managers of local agribusinesses and arrange to interview the manager or personnel officer. The object of this activity is for students to inquire about the occupations and the employment opportunities available in the business.

EVALUATION TECHNIQUES

A suggested evaluation technique was listed in the detailed outline portion of the teaching plan for each question in the Reference Unit. It is possible that teachers might prefer to pull these techniques together for a comprehensive evaluation of learning by students. Other evaluation techniques deemed appropriate by the teacher should be used.

SUGGESTED SUPPLEMENTARY REFERENCES AND OTHER AIDS

A section entitled "Selected Bibliography and Sources of Additional Information" is included at the end of the Reference Unit. These would be very helpful to teachers as supplementary materials for teaching the meaning and importance of agribusiness. It is also suggested that appropriate films and other media be utilized to enrich the instruction.

TRANSPARENCY MASTERS

Transparency masters for the "Chain of Agribusiness" and "evolution of agribusiness" are attached. These are designed to be used with questions 3 and 5, as in the Reference Unit.

CHAIN OF AGRIBUSINESS

TRANSPARENCY 1

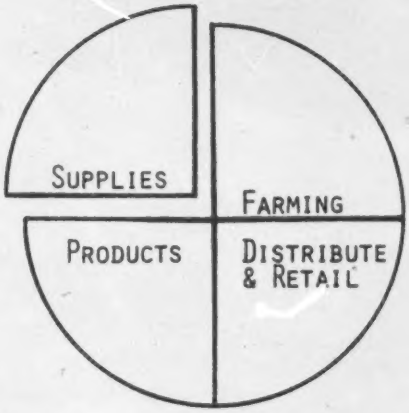
(Each link depends on the other. If any link fails, modern agriculture fails.)

EVOLUTION OF AGRIBUSINESS

TRANSPARENCY 2

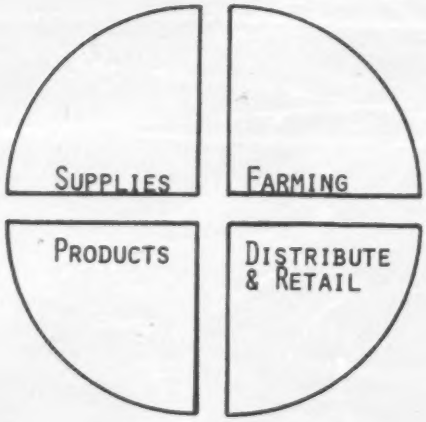
AGRICULTURE IN THE EARLY 1800's

(Agriculture was centered almost entirely on the farm. The supplies needed, such as simple tools, were made on the farm. The farmer also stored and processed products on the farm. If any surpluses developed, the farmer distributed and sold them to other persons.)



LATER IN THE 1800's SPECIALIZATION BEGAN

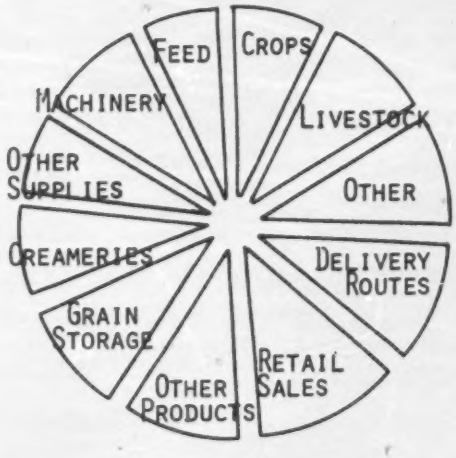
(The farmer began to obtain some supplies from sources off the farm. He found that specialists could manufacture more and better tools. This discovery also allowed him to spend more time in producing crops, since he no longer had to use time preparing supplies.)



LATER . . .

MORE SPECIALIZATION DEVELOPED

(In the early 1900's, the farmer began to concentrate on crops. Specialists made the supplies he needed, processed his crops, and distributed and retailed the processed commodities.)



TODAY

(Agriculture is highly specialized, perhaps even more than shown above. For example, some agribusinesses may specialize in only one type of machinery or processors may specialize in only one product.)

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